DOCUMENT RESUME

ED 249 236 TM 840 524

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TITLE Mesa Public Schools: as Seen through the Eyes of 1982-83 Seniors. RR-51.
INSTITUTION Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE Dec 83
NOTE 72p.; For a related document, see TM 840 523.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Aspiration; Comparative Analysis; Counseling Services; Educational Quality; High Schools; *High School Seniors; Intellectual Disciplines; Occupational Aspiration; *Program Effectiveness; *Program Evaluation; School Districts; *Student Attitudes; Surveys
IDENTIFIERS *Mesa Public Schools AZ

ABSTRACT

As part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates and continued in 1978 with the 1976 graduates and in 1983 with the 1980 graduates, it was decided to conduct a survey of the 1983 seniors of the Mesa Public Schools during the spring of 1983. The data collected and analyzed at that time are presented in this study. Thirty-seven percent of the seniors indicated that the one school activity that helped them the most was athletics and cheerleading. Over 50 percent indicated they should have been required to take more science, math, foreign language, business education, computers, and reading while in high school. Over 60 percent indicated that high school has successfully prepared them in physical education, English, mathematics, social studies, reading, and traffic safety/driver's education. The majority indicated they were poorly prepared in art, science, and mathematics. Approximately 70 percent expect to attend a college or university after graduation. Of the remaining seniors, 25 percent expect to work in some clerical field. Results are compared between schools and with the results of the 1983 Graduate Follow-up Survey. (BW)

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MESA PUBLIC SCHOOLS:
As Seen Through the Eyes of 1982-83 Seniors

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DEPARTMENT OF RESEARCH & EVALUATION

MESA PUBLIC SCHOOLS

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December, 1983
MESA PUBLIC SCHOOLS

RR-51

FOREWARD

The major function of the Mesa Public School's Department of Research and Evaluation is to provide information to decision makers. This data should be of sufficient depth, yet concise enough to speak squarely to the issue at hand.

The purpose of this report by the Department of Research and Evaluation was to collect data from the 1982-83 senior class of the Mesa Public Schools. It is hoped that with this collection of information, planning and implementation of programs and policies will be even more directed and suited to the variety of needs of the students.

The major effort in the development of this report was the responsibility of Research and Evaluation, under the direction of Dr. James DeGracie. Members of the Department of Research and Evaluation, Ms. Shirley Halverson, Ms. Patty Stein, Ms. Donna Replogle, Ms. Debbie Hollingsworth, Ms. Evelyn Winkler, and COE students, Joe Cobos and Scott Steffen, all contributed significant effort in preparing and mailing the surveys. Ms. Judy Hill accomplished the extensive typing and editing of this report. Finally, major contributions in time and effort were made by the high school seniors who took time out to complete the questionnaire.

Research and Evaluation is a department answering to the Deputy Superintendent, Dr. James Zaharis.

Executive Summary

Introduction

Without assessment a school district cannot properly evaluate its strengths and weaknesses. The public school system has a unique advantage in assessing itself since its product, its current students and its graduates, have the ability to evaluate the process. High school seniors have participated long enough in the school system to develop some feelings about the strengths and weaknesses of the system and are at the point in which they have made some decisions about their future. Thus, they are at a point in their lives when they are able to assess how well they have been prepared to move into the next step of their lives. In line with this, the Mesa Public Schools have solicited input from its 1982-83 seniors.

Methods and Procedures

As a part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates and continued in 1978 with the 1976 graduates and in 1983 with the 1980 graduates, it was decided to conduct a survey of the 1983 seniors of Mesa High, Westwood, Mountain View, Dobson, and Mesa Central High School during the spring of 1983. The data collected and analyzed at that time are presented in this study.

Results

A. General Information

1. Thirty-seven percent of the seniors indicated that the one school activity that helped them the most was athletics and cheer.

2. Forty-seven percent of the seniors indicated they were very active or active in school organizations.
3. Twenty-five percent of the seniors indicated that the one communication skill in which they needed more training was composition.

B. General High School Program

1. Over 50% of the seniors indicated they should have been required to take more science, math, foreign language, business education, computers, and reading while in high school.
2. Eighty percent of the seniors said that high schools should offer more subjects students can use directly in jobs.
3. Over 50% of the seniors indicated that high school helped them develop study skills, understand their abilities, think about their problems, and prepare for work.

C. High School Counseling Services

1. Over 50% of the seniors who used the guidance services said the counselors were helpful in planning their school schedule, recognizing their abilities, planning for education after high school, and for career planning.
2. While in high school seniors received help with personal problems from relatives and high school teachers.

D. Preparation Provided

1. Over 60% of the seniors indicated that high school has successfully prepared them in physical education, English, mathematics, social studies, reading, and traffic safety/driver's education.

2. Over 50% of the seniors indicated they were poorly prepared in art, science, and mathematics.

E. Post High School Plans

1. Approximately 68% of the seniors indicated they would attend a college or university after graduation and would take at least four years to complete their course of study.
2. Twenty-five percent of the seniors indicated they plan to major in business, with 17% planning on a fine arts major, 17% an engineering major, and 16% an education major.
3. Over 58% decided on their major after the eleventh grade.
4. Over 40% of the seniors plan to work 20 or more hours per week while in school.
5. Of the seniors who are not planning on attending school after high school graduation, 25% indicated they plan to work in some clerical field, either as a bank teller, bookkeeper, secretary, etc.
6. Thirty-seven percent of the seniors who are not planning on attending school after graduation indicated they had been prepared very well or well for their future job.

F. Student Comments

1. One hundred thirty student comments were received from seniors.
2. The comments fell into several different categories with positive general comments representing 17% of the comments; curriculum general changes, 15%; curriculum or courses, 15%; negative comments - specific individuals/departments,

15%; positive comments - specific individuals/departments, 13%; better advice wanted or needed, 9%; and other, 16%.

G. Differences Between Schools

1. The answer to most questions varied little by schools.
2. Although the opinions of the seniors varied little, two general trends concerning the general high school program emerged. Seniors at Dobson were the most likely to indicate they should have been required to take more courses in subject areas, and seniors at Mesa High were least likely to indicate more requirements were needed.
3. There was a significant difference in responses from the schools on seven of the counseling questions. Generally, Mountain View seniors were significantly more positive about their program than seniors from Mesa High, Westwood, and Dobson.
4. There was a significant difference in how well seniors thought they were prepared in 12 subject areas. Seniors were the most positive about P.E., science, cooperative education, and agriculture at Westwood. Seniors were most positive about music, home economics, business, trade and industrial education, and traffic safety at Mesa High. Dobson seniors were the most positive group in social studies and computers while Mountain View seniors were the most positive group in foreign language.

H. Comparison of Results with 1983 Grad Follow-up Survey

1. The seniors feel they should have been required to take more courses in computers. This was not a concern of former students surveyed in the 1983 grad follow-up.
2. The former students in the grad follow-up survey felt they should have been required to take more classes in vocational education. This was not a concern of the seniors.
3. The two groups differed almost completely on which classes they had been successfully prepared. The graduates indicated they had been successfully prepared in P.E., cooperative education, music, home economics, business education, industrial arts, and vocational education. Seniors felt they had been successfully prepared in art, agriculture, foreign language, trade and industrial education, health occupations, computers, and cooperative education.
4. Both groups agreed that they were poorly prepared in art, science, math, and language. These four subjects were the top four responses on both groups' lists.
5. The same percentage of respondents from both groups indicated they were going to or had attended an in-state technical school (7%) or an out-of-state college or university (14%). Thirty-nine percent of the seniors indicated they planned to attend an in-state college/university with 36% of them planning to attend an in-state community college. In contrast, 55% of the

graduates stated that they were currently enrolled in an in-state college/university, and 24% of them were enrolled in an in-state junior college. This would seem to indicate that the difference in the percentages of seniors enrolled in the in-state community colleges could be explained by the fact that a large percentage of seniors enter an in-state community college in preparation for entering an in-state college/university.

INTRODUCTION

Since 1973, the Department of Research and Evaluation has conducted several follow-up surveys of Mesa graduates. Graduating classes of 1971, 1976, and 1980 were each surveyed two to three years following graduation. The purpose of these surveys has been to obtain two types of information. First, they have provided information about where the graduates are and what they are doing. Second, they have provided feedback from former students who actually know if the educational system has met their needs. Teachers and administrators can use their critical comments about school curricula and programs to plan for effective change.

Recognizing that graduates' opinions about their education could have changed considerably from the time they graduated to several years later when the surveys were taken, it was decided to survey the graduating class of 1983 while they were still in school. These same seniors will then be surveyed in 1986 for the next follow-up study. By surveying the same group of people at two different times, it will be possible to examine how seniors' perceptions of the Mesa Public Schools change as they mature and reflect back on their high school experience.

The purpose of this report is to present results of the senior survey conducted in the spring of 1983. These results can be examined immediately to determine seniors' perceptions of their school experiences in Mesa. They will also provide a basis for comparison when the next follow-up study is conducted in 1986.

METHODS

Plans were made for the present senior study in the fall of 1982. To the greatest extent possible, questions from the graduate follow-up survey were used for the senior survey so that comparisons can be made in the 1986 follow-up study. Questions dealing with where the graduates are and what they are doing were changed so that seniors were asked about their future plans after graduation.

The survey was administered to all seniors in May, 1983, with a total of 1,474 responding. Results were analyzed for the total group of seniors, and these will be discussed in the main body of the results section. Results were also analyzed to determine if seniors from different schools had differing perceptions of their high school experiences. Chi-square tests of significance ($p<.05$) were used to analyze differences among schools. A discussion of those items on which seniors differed significantly by school is included after the overall results are presented. Because only nine full-time seniors from Mesa Central responded to the survey, they were not included in the analyses by school.

Results were also compared with results from the 1983 follow-up study of 1980 graduates. However, since these were different groups of respondents, the primary comparison will be made in the 1986 follow-up study. The questionnaire data can be effectively divided into six parts in order to make the data presentation more meaningful. Results will be presented based on the following format:

I. General Information

Questions 1-7 were designed to gather general information from all seniors including demographic information, involvement in school activities, and need for training in communication skills.

II. General High School Program

Questions 8-38 were designed to elicit opinions concerning what high school should require of and offer to students and how high school has helped seniors.

III. High School Counseling Services

Questions designed to elicit information concerning how counselors helped seniors included questions 39-53.

IV. Preparation Provided

Questions 54-91 were designed to elicit information on how successfully high school had prepared seniors in various subject areas.

V. Post-High School Plans

Questions 92-100 asked seniors about their plans for the future. If seniors were planning to attend school full time, they answered Part II, and if they were not planning to go to school full time, they answered Part III.

VI. Student Comments

Each survey included a space for student comments at the end of Part II and Part III.

VII. Differences Between Schools

This section will include a discussion of items on which senior responses differed significantly by school.

RESULTS

The survey data are summarized and presented in this section. The questionnaire is presented in the Appendix.

I. General Information

The first seven questions of the questionnaire asked the seniors questions about themselves and their involvement in school.

Forty-nine percent of the seniors attended Mesa Public Schools for six years or less, 13% attended for 7-9 years, and 38% attended for ten or more years.

Fifty-one percent of the surveys were returned by females and 49% by males, which is close to the district's population of 51% male and 49% female. The racial makeup of the respondents was also close to the total district population. Seniors who returned the survey were 87% Caucasian, 7% Hispanic, 2% Black, 2% Indian, and 2% Oriental. The district's senior population in 1982-83 was 79% Caucasian, 13% Hispanic, 2% Black, 4% Indian, and 1% Oriental.

Seniors were involved to varying degrees in activities at their schools. Forty-seven percent indicated they were very active or active in school organizations such as clubs, student government, athletics, cheer, art, yearbook, newspaper, music, etc. Twenty-seven percent indicated average involvement while the remaining 26% indicated indifferent or minimal involvement. When the seniors were asked to identify the one school activity that had helped them the most in high school, athletics and cheer (37%) was selected by the most seniors and student government (7%) by the least.

Eighty-three percent of the seniors indicated that they needed more training in one of the communication skills. The skills and the percentage of seniors who felt they needed more training in them were as follows: grammar (19%), speaking (15%), composition (25%), reading (10%), and spelling (14%).

II. General High School Program

Questions 8-25 listed 18 subject areas. Each senior was to indicate whether he or she strongly agreed, agreed, had no opinion, disagreed, or strongly disagreed that they should have been required to take more of the individual subjects. Table 1 contains information on these questions.

More than half of the seniors strongly agreed or agreed that they should have been required to take more courses in math (71%), computers (67%), English (61%), business education (60%), science (58%), reading (53%), and foreign language (52%). On the other hand, only one subject, agriculture, had more than half of the seniors strongly disagree or disagree that they should be required to take more courses in the subject.

The results from questions 26-32 are contained in Table 2. Each senior was to indicate whether he or she strongly agreed, agreed, had no opinion, disagreed, or strongly disagreed with the statement, "The high schools should," when it was placed in front of seven items. Eighty percent of the seniors strongly agreed or agreed that high schools should offer more subjects students can use directly in jobs, and 54% strongly agreed or agreed that social activities should be provided. Over half of the seniors disagreed with two of the statements: "High schools should make the day longer so students can take more classes," (68%), and "High schools should require fewer courses and offer more electives," (54%). Finally, only 31% of the seniors said that bright, average, and slow students should be placed in separate classes.

Table 1

In high school I should have been required to take more:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Art	5.0	11.1	34.7	33.3	15.9
Physical Education	8.5	23.5	27.5	27.1	13.4
Music	4.6	15.6	33.9	30.9	14.9
English	20.3	40.3	22.7	12.1	4.5
Science	17.8	40.0	23.4	[illegible].8	6.0
Cooperative Education	6.8	19.7	52.7	14.0	6.8
Agriculture	3.4	8.9	32.8	30.3	24.6
Mathematics	29.1	42.2	16.5	8.9	3.4
Home Economics	3.9	21.5	41.4	23.1	10.0
Social Studies	10.5	29.4	31.9	21.7	6.6
Industrial Arts	5.9	18.9	40.2	25.9	9.1
Foreign Language	14.2	37.5	28.9	13.1	6.3
Business Education	14.4	45.8	26.3	9.2	4.4
Trade and Industrial Education	9.1	22.5	43.3	18.3	6.7
Health Occupations	5.9	23.7	46.0	18.2	6.3
Computer	24.0	43.3	20.9	7.4	4.4
Reading	17.0	36.1	30.7	10.9	5.2
Traffic Safety/Driver's Education	9.4	22.1	38.7	20.1	9.7

Table 2

The high schools should:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Have more homework	6.8	13.7	32.7	28.0	18.8
Enforce rules of conduct more strictly	10.3	22.0	31.6	23.9	12.2
Offer more subjects students can use directly in jobs	37.8	42.1	13.2	4.7	2.2
Require fewer courses and offer more electives	7.5	11.6	27.3	34.3	19.4
Place bright, average, and slow students in separate classes	11.3	19.5	21.3	23.5	24.4
Make the school day longer so students can take more classes	5.0	7.7	19.2	34.0	34.2
Provide more dances, parties, and other social activities	24.1	30.3	34.1	7.0	4.6

High schools in Mesa helped seniors in a number of ways (Table 3). Seniors' responses to four statements preceded by, "High school has helped me," were very positive. Over half of the seniors strongly agreed or agreed that high school helped them develop study skills (59%), understand their abilities (73%), think through their problems (61%), and prepare for work (57%). Results were mixed on two other statements concerning preparation for marriage and family life and participation in community affairs. The responses to both statements were fairly evenly split among strongly agree and agree, no opinion, and strongly disagree and disagree.

III. High School Counseling Services

Questions 39-53 asked seniors how the high school guidance services helped them and where they received help for personal problems (Table 4). Of those seniors who sought help, over half of them strongly agreed or agreed that the guidance department helped them in planning their school schedule (67%), recognizing their abilities (51%), planning for education after high school (62%), and career planning (58%). Between 40% and 50% of the seniors who sought help strongly agreed or agreed that the guidance department helped them interpret tests (48%), with personal counseling (48%), seek employment (40%), get information on military service (42%), and seek financial aid (43%).

While in school seniors who sought help received it from a variety of sources. Most seniors agreed or strongly agreed that they received help from relatives (82%) or from teachers (79%). Fewer seniors who had sought help strongly agreed or agreed that they received help from other sources: counselors (45%), school administrators (31%), and school nurses (26%).

Table 3

High school has helped me:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Develop study skills	14.6	44.4	19.1	15.1	6.8
Understand my abilities	18.2	54.4	15.9	8.2	3.3
Think through my problems	16.0	44.5	23.7	11.2	4.6
Prepare for work	15.1	42.3	23.1	14.2	5.3
Prepare for marriage and family life	9.4	20.8	30.0	26.8	13.0
Take part in community affairs	8.9	29.0	32.3	19.9	9.8

Table 4

	Strongly Agree	Agree	Disagree	Strongly Disagree	% That Did Not Seek Help	% Who Sought Help Who Strongly Agreed or Agreed
The high school guidance services have helped me in:						
Planning my school schedule	14.0	43.8	15.8	12.4	14.0	67
Interpreting tests and other data	5.9	32.2	27.5	14.3	20.1	48
Recognizing my abilities	7.9	33.4	24.5	15.0	19.3	51
Personal counseling	9.0	26.7	23.7	14.6	26.0	48
Planning for education after high school	13.6	37.0	17.9	12.3	19.2	62
Career planning	10.9	36.6	19.8	13.7	18.9	58
Seeking employment	7.5	21.3	26.2	17.8	27.2	40
Getting military service information	8.5	18.8	25.1	12.6	35.0	42
Seeking financial aid	7.0	23.3	24.7	15.5	29.6	43
My high school teachers were available before and after classes	17.2	44.8	16.2	9.4	12.4	71
While in high school I got help with personal problems from:						
My counselor	9.4	17.9	18.1	15.0	39.5	45
Relatives and others	30.4	41.1	10.5	4.5	13.5	82
A high school teacher	9.7	26.3	18.6	13.8	31.7	79
The high school nurse	4.2	9.1	19.9	17.3	49.5	26
A high school administrator	4.9	11.8	19.0	17.7	46.6	31

IV. Preparation Provided

A majority of seniors indicated they had not been successfully prepared in several subject areas even though they had taken classes in these areas. Considering only those seniors who had taken classes in the area, the subject areas in which seniors were not successfully prepared were: art (59%), cooperative education (55%), agriculture (53%), foreign language (56%), trade and industrial education (64%), health occupations (65%), and computers (59%). The complete results are presented in Table 5.

For questions 72-89, the seniors were asked to mark the subject areas in which they were poorly prepared by checking a reason. The options were:

A) Poor instruction
B) No practical application
C) Not enough courses
D) My lack of study habits or skills
E) Lack of interest in subject

Table 6 shows the number and percent of seniors who indicated they were poorly prepared in each subject area. Over half of the respondents (54%) indicated they were poorly prepared in art, 50% in science, 50% in mathematics, 47% in foreign language, 46% in music, 45% in agriculture, and 45% in computers.

Table 7 presents the reasons for which preparation was considered poor. Whenever an option received more than 25% of the responses for a subject area, it is considered to be a significant factor in the poor preparation of the student in that subject area. Responses of 25% or more have been highlighted.

Lack of interest in subject matter was the most frequently listed reason for poor preparation overall, and it was a significant factor for the following subjects: art (47%), P.E. (28%), music

Table 5

High school has successfully prepared me in:	Strongly Agree	Agree	Disagree	Strongly Disagree	# of Students Who Did Not Take Subject	# of Students Who Took Subject Who Strongly Disagreed or Disagreed
Art	7.0	17.7	21.2	14.4	39.8	59
Physical Education	23.7	41.7	17.5	8.6	8.6	29
Music	14.7	19.3	18.7	13.3	34.1	48
English	19.0	52.4	18.1	7.4	3.0	26
Science	12.2	42.5	26.9	12.2	6.2	42
Cooperative Education	7.8	20.4	25.8	8.5	37.4	55
Agriculture	2.7	8.6	18.2	13.2	57.3	73
Mathematics	16.5	45.3	20.3	11.9	6.0	34
Home Economics	7.7	30.1	20.2	9.8	32.2	44
Social Studies	15.5	57.3	18.2	5.5	3.6	25
Industrial Arts	8.3	22.0	17.8	10.5	41.4	48
Foreign Language	6.8	20.4	22.5	12.8	37.6	56
Business Education	13.1	29.8	19.6	10.1	27.3	41
Trade and Industrial Education	5.2	13.3	21.2	12.2	48.1	64
Health Occupations	3.0	14.9	20.8	12.5	48.8	65
Computer	5.1	17.5	18.1	14.4	45.0	59
Reading	12.4	40.4	19.6	6.7	21.0	33
Traffic Safety/Driver's Education	15.9	50.2	15.7	7.3	10.8	26

Table 6

Number and Percent of Respondents Who Indicated They Were Poorly Prepared in Subject Areas

Subject	Number	Percent
Art	790	54%
Physical Education	599	41%
Music	683	46%
English	648	44%
Science	740	50%
Cooperative Education	618	42%
Agriculture	658	45%
Mathematics	742	50%
Home Economics	582	39%
Social Studies	639	43%
Industrial Arts	604	41%
Foreign Language	686	47%
Business Education	580	39%
Trade and Industrial Education	613	42%
Health Occupations	616	42%
Computer	665	45%
Reading	573	39%
Traffic Safety/Driver's Education	532	36%

Table 7

Number and Percent of Responses by Reason for Poor Preparation

	% of Total Responses	# of Responses	Poor Instruction		No Practical Application		Not Enough Courses		My Lack of Study Habits or Skills		Lack of Interest in Subject	
Art	7%	790	10%	76	17%	133	17%	137	9%	70	47%*	374
Physical Education	5%	599	19%	112	21%	125	22%	135	10%	59	28%*	168
Music	6%	683	9%	63	16%	111	16%	110	11%	74	48%*	325
English	6%	648	20%	131	15%	100	17%	111	29%*	184	19%	122
Science	6%	740	13%	98	15%	109	22%	164	20%	145	30%*	224
Cooperative Education	5%	618	10%	61	15%	93	21%	127	9%	53	46%*	284
Agriculture	6%	658	7%	45	12%	78	15%	98	6%	40	60%*	397
Math	6%	742	25%*	184	13%	101	16%	119	26%*	191	20%	147
Home Economics	5%	582	9%	55	15%	89	20%	115	11%	62	45%*	261
Social Studies	6%	639	15%	98	17%	107	17%	109	20%	126	31%*	199
Industrial Arts	5%	604	11%	64	14%	86	19%	112	9%	56	47%*	286
Foreign Language	6%	686	14%	96	12%	85	19%	128	15%	104	40%*	273
Business Ed.	5%	580	14%	80	16%	91	23%	134	12%	71	35%*	204
Trade and Industrial Ed.	5%	613	6%	38	15%	91	21%	128	7%	45	51%*	311
Health Occupation	5%	616	5%	33	14%	83	22%	137	9%	58	50%*	305
Computer	6%	665	16%	108	10%	65	31%*	210	10%	65	33%*	217
Reading	5%	573	18%	100	16%	92	25%*	142	17%	99	24%	140
Traffic Safety/Driver's Ed.	5%	532	19%	101	22%	116	22%	116	9%	47	29%*	152
Total	11,568		1,543		1,755		2,332		1,549		4,389	
Percentage	100%		13%		15%		20%		14%		38%*	

*Significant factor in the poor preparation of students.

(48%), science (30%), cooperative education (46%), agriculture (60%), home economics (45%), social studies (31%), industrial arts (47%), foreign language (40%), business education (35%), trade and industrial education (51%), health occupations (50%), computers (33%), and traffic safety/driver's education (29%). The next most frequently cited reason for poor preparation was not enough courses. It was a significant factor in two subject areas: computers (31%) and reading (25%). Other significant factors included: poor instruction in math (25%) and the students' lack of study habits or skills in math (26%) and English (29%).

Question 90 stated, "As a whole, my high school experience in Mesa has been . . ." Seniors were asked to indicate whether the experience was excellent, good, fair, poor, or bad. Most seniors seemed to be happy with the Mesa high schools. Thirty percent of the seniors indicated the experience was excellent and 46% that it was good. Eighteen percent of the seniors rated the experience as fair, 3% rated it poor, and 3% rated it bad.

Question 91 asked, "If you currently work outside your home in a paying part-time job, how many hours per week are you employed?" Forty-nine percent of the surveyed seniors work over 16 hours per week. Ten percent of the seniors work from 11 to 15 hours per week, with 9% working 6 to 10 hours, and 6% working 1 to 5 hours. Only 25% of the seniors work 0 hours per week or only occasional jobs.

V. Post-High School Plans

Seniors who were planning to attend school full time after graduation were asked to answer questions 92-100 in Part II. Approximately 78% of the seniors responded to this section. Those

who were not planning to attend school full time were asked to answer questions 92-100 in Part III. Approximately 22% of the seniors responded to this section. These sets of results will be discussed separately.

Prospective Full-Time Students

Of those seniors who indicated they planned to attend school full time, 39% planned to attend an in-state college/university, 14% an out-of-state college/university, 36% an in-state community college, 7% an in-state trade, technical or business school, and 3% some other type of school. When asked specifically what school they plan to attend, 39% indicated Mesa Community College, with 24% planning to attend Arizona State University, 5% the University of Arizona, 7% Northern Arizona University, and 25% another college.

Ouestion 94 asked the seniors to identify the person who most influenced their choice of school. Fifty-four percent indicated that they most influenced their decision, 7% indicated the counselor, 9% a teacher, and 13% some other person.

When asked what their major program of study was going to be, 25% of the seniors indicated they planned to major in business. Business was followed by fine arts with 17%, engineering (17%), education (16%), vocational/technical studies (12%), psychology or social science (12%), health sciences and occupations (12%), liberal arts (11%), math (11%), preprofessional (prelaw, predentistry, premedicine) (10%), biological sciences (10%), physical sciences (9%), computer science (9%), and architecture (8%). The percentages add up to more than 100% because the seniors apparently marked more than one choice.

Question 98 asked seniors to indicate how many years they felt it would take them to complete their program of studies. Twenty-one percent of the seniors indicated it would take them two years, 12% indicated three years, 43% indicated four years, 9% said five years, and 16% said six or more years. Nineteen percent of the prospective seniors decided on their major program of study in the ninth grade or before, 17% decided in the tenth grade, 25% decided in the eleventh grade, and 33% decided in the twelfth grade. Finally, when asked how many hours per week they planned to work in addition to going to school full time, 21% of the seniors indicated they would be working from 0 to 10 hours per week, 33% indicated 11-20 hours per week, 28% said 21 to 30 hours per week, and 12% said more than 30 hours per week.

Not Prospective Full-Time Students

Of the seniors who were not planning to attend school full time, 25% indicated they plan to work in some clerical field, either as a bank teller, bookkeeper, secretary, etc. Nine percent of the seniors indicated they would work as a craftsman, an office manager, provide a service such as barber, a beautician, or something in the other category. Eight percent of the seniors indicated they would enlist in the military, 6% indicated they would become professional or semiprofessional, such as an artist, athlete, politician, entertainer, reporter. Five percent of the seniors indicated that they would either become a salesperson, an insurance agent, real estate broker, or enter some technical field such as a draftsman, medical or dental technician, computer programmer. Four percent of the seniors indicated that they would enter the labor force as a

construction worker, car washer, sanitary worker. Homemakers and operators such as meat cutters, assemblers, etc., were the next most frequently mentioned occupations. Two percent of the seniors indicated they would go into each of these fields. Only 1% of the seniors indicated that they would enter farming, protective services, or become the proprietor/owner of a small business. When asked when they decided on the field of labor they intended to enter, 22% of the seniors indicated that they decided in the ninth grade or before, with 14% indicating they decided in the tenth grade, 23% in the eleventh grade, and 41% in the twelfth grade.

Eleven percent of the seniors indicated that high school had prepared them very well for their future job, 26% indicated well, 37% indicated adequately, 10% indicated poorly, and 16% said that it did not apply. When asked why they did not plan to continue their education after high school, 21% indicated it was a lack of interest, 20% said it was a lack of sufficient funds or they were planning to enter a military service, 13% said the reason was marriage, and 25% said there was some other reason.

Seventy-four percent of the seniors indicated they would participate in a formal training program and 26% would not. Twelve percent said they plan to enter the military, 32% said they would need business or technical courses, 26% indicated they needed on-the-job training, 12% said they needed no additional training, and 18% said they needed some other form of training.

VI. Student Comments

The 130 student comments were broken down into seven categories. The categories and the percentage of comments in each category were: positive general comments (17%), curriculum -

general changes (15%), curriculum - more courses (15%), negative comments - specific individuals/departments (15%), positive comments - specific individuals/departments (13%), better advice wanted or needed (9%), and other (16%). Some examples of each type of comment are listed below.

Positive General Comments

I've only gone to _____ since January, 1983. However, I've been here long enough to realize that this school has an excellent learning program. My only regret is that I came here 3 1/2 years too late.

Mesa Public Schools are about the best schools in the country, and I feel privileged to have been able to have gone to them.

I love school at _____. School has been very, very good to me.

Curriculum - General Changes

Not enough of the basics were offered.

The return to basics lately is just another angle at cutting costs. There are great artists, dancers, and builders here waiting to be taught. Don't take away the classes.

Curriculum - More Courses

I think the schools should require more courses like science, English, social studies, math, and foreign language.

I feel that the number of math and science classes should definitely be increased.

Negative Comments - Specific Individuals/Departments

_____, I did not learn a thing. It was a waste of time. My teacher did not grade my efforts fairly.

My _____ teacher was the worst teacher I've had. Some classes were of value only to help me from getting insomnia as I grow older.

Positive Comments - Specific Individuals/Departments

Mr. _____ has been a great influence and very supportive of my ambitions.

_____ has really helped me a lot. She likes to be friends with us, not overruling us.

Better Advice Wanted or Needed

I know exactly what I want to do in life - most kids don't. More career counseling is needed, maybe aptitude testing also.

I feel that there aren't enough facts and teaching about alcohol and drugs. It is a large problem all over the world, but nothing is ever said about it.

Other Comments

I feel that I am the type of person who waits until the last minute to turn assignments in. But, up until my junior year, I always did well. In my junior year, I had a lot of family problems and no one to turn to. When I began to slip in my grades and sleep in every class (not because of fatigue), no teacher thought to look at my records and see that there is something wrong when a 2.5 or so student slips to a 5.0 grade average. I realize that teachers feel they should not get involved in the student's family situation, but when a 15-year old girl sleeps in every class, something should be done.

I am asking for more emphasis on personal counseling and teacher awareness. A student cannot do well in class when the weight of the world is carried on his back. A teacher's duty is to teach; when this job isn't being done, it is also their duty to find out why not. I am simply asking teachers, administrators, and counselors to give a damn.

VII. Differences Between Schools

The answers to most of the questions on the survey varied little by schools. There were, however, a few questions in each section where there was a significant difference between the schools. Mesa Central's seniors' answers were not included in this section because of the relatively few (9) seniors responding to the survey.

General High School Program

Questions 8-25 asked seniors whether they should have been required to take more courses in 18 different subject areas. There were significant differences in the responses of the seniors at the four high schools in eight subject areas: music, science, math,

social studies, business education, health occupations, computers, and reading. Results of these questions by school are presented in Table 8.

The first subject area to which seniors responded differently was music. Twenty-five percent of the seniors from Dobson strongly agreed or agreed that they should be required to take more courses in music. This compares to 24% of Mesa High seniors, 18% of Westwood seniors, and 15% of Mountain View seniors. When asked whether or not they should have been required to take more science classes, 68% of Dobson seniors strongly agreed or agreed. This compares to 48% of Mesa High seniors, 61% of Westwood seniors, and 56% of Mountain View seniors. When asked whether or not they should be required to take more math, 78% of Dobson seniors agreed or strongly agreed with the question compared to 65% of Mesa High seniors, 69% of Westwood seniors, and 73% of Mountain View seniors. Question 17 asked seniors if they felt they should have been required to take more social studies classes. Mountain View had 45% of the seniors strongly agree or agree with the question compared to 33% of Mesa High seniors, 41% of Westwood seniors, and 41% of Dobson seniors. When asked whether or not they should be required to take more business education, 68% of Dobson seniors strongly agreed or agreed with the question compared to 62% of Westwood seniors, 57% of Mesa High seniors, and 56% of Mountain View seniors. Question 22 asked seniors if they should be required to take more courses in health occupations. Thirty-six percent of the seniors from Dobson strongly agreed or agreed compared to 31% of Mesa High seniors, 24% of Westwood seniors, and 28% of Mountain View seniors. When asked

Table 8

In high school I should have been required to take more:

	Strongly Agree or Agree	No Opinion	Strongly Disagree or Disagree
10. Music			
Mesa	24.0	37.2	38.8
Westwood	17.9	31.5	50.6
Mountain View	15.3	35.1	49.5
Dobson	24.8	30.1	45.0
12. Science			
Mesa	48.2	25.5	26.3
Westwood	60.9	21.2	17.9
Mountain View	56.0	26.6	17.4
Dobson	68.4	18.6	13.0
15. Math			
Mesa	65.0	19.8	15.1
Westwood	69.4	17.9	12.6
Mountain View	73.2	14.7	12.1
Dobson	77.8	13.6	8.6
17. Social Studies			
Mesa	32.6	35.7	31.8
Westwood	40.6	30.3	29.1
Mountain View	45.1	30.1	24.8
Dobson	40.5	31.2	28.2

Table 8
(continued)

	Strongly Agree or Agree	No Opinion	Strongly Disagree or Disagree
20. Business Ed.			
Mesa	56.5	26.8	16.7
Westwood	62.1	23.8	14.1
Mountain View	55.8	31.0	13.2
Dobson	68.7	21.7	9.7
22. Health Occupations			
Mesa	31.0	48.2	20.8
Westwood	23.8	49.4	26.8
Mountain View	28.1	44.5	27.4
Dobson	36.0	41.0	23.0
23. Computer			
Mesa	58.1	29.4	12.5
Westwood	71.8	17.9	10.3
Mountain View	64.0	21.8	14.2
Dobson	78.7	12.0	9.3
24. Reading			
Mesa	49.2	34.1	16.7
Westwood	49.6	35.7	14.7
Mountain View	58.0	25.1	16.9
Dobson	54.5	29.2	16.3

whether or not they should have been required to take more computer classes, 78% of Dobson seniors agreed or strongly agreed with the question compared with 58% of Mesa High seniors, 72% at Westwood, and 64% at Mountain View. Finally, question 24 asked whether or not they should be required to take more reading classes. Fifty-eight percent of Mountain View seniors strongly agreed or agreed with the question compared to 49% of the Mesa High seniors, 50% of the Westwood seniors, and 55% of the Dobson seniors.

Although the opinions of seniors at the different schools varied depending on the subject area, two general trends emerged. Seniors at Dobson were the most likely to indicate that they should have been required to take more courses in the subject areas, and seniors at Mesa High were least likely to indicate that more requirements are needed. Seniors at Mountain View and Westwood varied in their opinions depending on the subject area. Finally, it should be noted that different responses may have been due to variation in the number of courses offered in each subject at each high school.

Questions 26 through 32 asked the seniors what they felt high schools should be doing. Of the seven questions, there was a significant difference between the high schools on three of the questions. Those three were: "The high schools should: require fewer courses and offer more electives; place bright, average, and slow students in separate classes; and make the school day longer so that students could take more classes." Results of these questions by school are presented in Table 9. On the question concerning requiring fewer courses and offering more electives, 20% of the

Table 9

The high schools should:

	Strongly Agree or Agree	No Opinion	Strongly Disagree or Disagree
29. Require fewer courses, offer more electives			
Mesa	20.1	31.3	48.6
Westwood	20.0	29.1	50.9
Mountain View	19.7	23.1	57.2
Dobson	15.3	26.3	58.3
30. Place bright, average, and slow students in separate classes			
Mesa	22.9	21.6	55.5
Westwood	33.4	23.7	42.9
Mountain View	30.4	21.1	48.5
Dobson	38.3	18.3	43.3
31. Make the school day longer so students can take more classes			
Mesa	9.6	20.8	69.5
Westwood	14.2	19.2	66.6
Mountain View	11.1	16.7	72.2
Dobson	17.1	20.1	62.8

seniors at Mesa High, Westwood, and Mountain View strongly agreed or agreed with the statement. This compares to 15% of Dobson seniors. A second question in which the differences between the four high schools were significant was whether or not bright, average, and slow students should be placed in separate classes. On this question, 38% of the Dobson seniors strongly agreed or agreed with the statement which compares to 33% of the Westwood seniors, 30% of the Mountain View seniors, and 23% of the Mesa High seniors. The final question in which there was a significant difference between the schools was whether or not the school day should be made longer so the students could take more classes. Seventeen percent of the seniors from Dobson strongly agreed or agreed with the statement compared to 14% of the Westwood seniors, 11% of the Mountain View seniors, and 10% of the Mesa High seniors.

Questions 33 through 38 of the survey asked seniors how high schools helped them. On four of the six statements, there was a significant difference in the responses between the high schools, and the results of these are presented in Table 10. When asked whether or not high schools helped them to understand their abilities, 75% of Mountain View seniors strongly agreed or agreed with the statement compared to 73% of Mesa High seniors, and 71% of Westwood and Dobson seniors. When asked whether or not high schools helped them think through their problems, 65% of the Mountain View seniors strongly agreed or agreed with the statement compared to 61% of Westwood seniors, 60% of Mesa High seniors, and 54% of Dobson seniors. The next question asked whether or not high school helped the seniors prepare for work. On this question 62% of Mesa High

Table 10

High school has helped me:

	Strongly Agree or Agree	No Opinion	Strongly Disagree or Disagree
34. Understand my abilities			
Mesa	72.8	19.8	7.3
Westwood	70.8	15.3	13.9
Mountain View	75.0	12.7	12.3
Dobson	70.7	16.7	12.7
35. Think through my problems			
Mesa	60.2	26.8	13.0
Westwood	60.9	22.4	16.8
Mountain View	65.0	19.0	16.0
Dobson	54.2	27.9	17.9
36. Prepare for work			
Mesa	62.2	22.4	15.4
Westwood	58.2	24.4	17.4
Mountain View	57.4	20.1	22.5
Dobson	50.2	26.6	23.3
37. Prepare for marriage and family life			
Mesa	38.0	32.2	29.8
Westwood	27.1	29.4	43.5
Mountain View	31.3	28.2	40.5
Dobson	22.3	30.0	47.7

Table 11

Helpfulness of High School Counseling Services

	Strongly Agree or Agree	Strongly Disagree or Disagree	Did Not Seek Help
41. Recognizing my abilities			
Mesa	41.7	34.6	23.7
Westwood	43.3	40.7	16.0
Mountain View	44.4	36.6	19.0
Dobson	33.9	47.7	18.5
42. Personal counseling			
Mesa	34.9	35.7	29.4
Westwood	33.1	41.4	25.4
Mountain View	42.7	33.6	23.7
Dobson	29.5	44.6	25.8
43. Planning for education after high school			
Mesa	47.1	28.2	24.7
Westwood	45.9	35.5	18.6
Mountain View	56.7	25.0	18.3
Dobson	51.7	33.6	14.8
44. Career planning			
Mesa	45.1	30.7	24.2
Westwood	43.5	39.7	16.9
Mountain View	56.7	26.8	16.4
Dobson	41.9	39.2	18.8

Table 11
(continued)

	Strongly Agree or Agree	Strongly Disagree or Disagree	Did Not Seek Help
45. Seeking employment			
Mesa	26.3	41.4	32.3
Westwood	34.6	45.0	20.4
Mountain View	27.5	43.3	29.2
Dobson	26.2	47.6	26.2
47. Seeking financial aid			
Mesa	30.5	36.6	32.9
Westwood	28.4	39.3	32.2
Mountain View	30.4	38.1	31.6
Dobson	30.5	48.7	48.7
48. My high school teachers were available before and after class			
Mesa	55.5	29.1	15.4
Westwood	66.9	20.7	12.4
Mountain View	62.3	27.5	10.2
Dobson	65.8	23.1	11.1
49. I got help with personal problems from my counselor			
Mesa	26.9	30.1	43.1
Westwood	25.7	36.0	38.3
Mountain View	32.6	28.9	38.5
Dobson	21.4	40.5	38.1

52. I got help with personal problems from the high school nurse	Strongly Agree or Agree	Strongly Disagree or Disagree	Did Not Seek Help
Mesa	20.1	31.0	48.8
Westwood	11.9	39.0	49.1
Mountain View	11.6	36.0	52.3
Dobson	8.7	45.4	45.8

seniors strongly agreed or agreed with the statement compared to 58% of Westwood seniors, 57% of Mountain View seniors, and 50% of Dobson seniors. The final question in which there was a difference concerned whether or not high school had helped prepare them for marriage and family life. Thirty-eight percent of Mesa High seniors strongly agreed or agreed with the statement compared to 31% of Mountain View seniors, 27% of Westwood seniors, and 22% of Dobson seniors.

High School Counseling Services

Questions 39 through 53 asked seniors about the guidance program and where they get help for their personal problems. On eight of the 15 questions in this section, the responses of the seniors who took the survey were very similar. On seven of the questions, there were significant differences between the responses of the seniors at different high schools (Table 11). On the section headed by, "The high school guidance services have helped me," there was a significant difference between the schools on five of the statements. When asked if the high school guidance department had helped with personal counseling, 43% of Mountain View seniors strongly agreed or agreed with the statement compared to 35% of Mesa High seniors, 33% of Westwood seniors, and 30% of Dobson seniors. When asked if the guidance department had helped in the planning for education after high school, 58% of Mountain View seniors strongly agreed or agreed with the statement compared to 52% of Dobson seniors, 47% of Mesa High seniors, and 46% of Westwood seniors. The next question asked if the guidance department had provided assistance in career planning. Fifty-seven percent of Mountain View

seniors strongly agreed or agreed with the statement compared to 45% of Mesa High seniors, 44% of Westwood seniors, and 42% of Dobson seniors. In responding to the statement that the counseling services had helped seniors in seeking employment, 35% of Westwood seniors strongly agreed or agreed with the statement compared to 28% of Mountain View seniors, and 26% of both Mesa and Dobson High seniors. The final statement in this section asked seniors if their high school teachers were available before and after classes. Sixty-seven percent of Westwood High seniors indicated they strongly agreed or agreed with the statement compared to 66% of the Dobson seniors, 63% of the Mountain View seniors, and 56% of the Mesa High seniors.

The second part of the High School Counseling Services section asked seniors where they received help with their personal problems. In two of the areas there was a significant difference. When asked if they received help with their personal problems from a counselor, 33% of the Mountain View seniors strongly agreed or agreed compared to 27% of the Mesa High seniors, 26% of the Westwood seniors, and 21% of the Dobson seniors. When asked if they received help from the school nurse with their personal problems, 20% of the Mesa High seniors strongly agreed or agreed compared to 12% of the Westwood and Mountain View seniors, and 9% of the Dobson seniors.

Preparation Provided

This section included questions 54 through 91 which asked seniors to indicate the subject areas high school had successfully prepared them for. On half of the 18 subject areas there was a significant difference between the schools (Table 12). The first

Table 12

High school has successfully prepared me in:

	Strongly Agree or Agree	Strongly Disagree or Disagree	Subject Not Taken
55. Physical Education			
Mesa	61.8	27.5	10.7
Westwood	71.4	20.2	8.4
Mountain View	64.7	27.4	7.9
Dobson	64.2	29.4	6.5
56. Music			
Mesa	42.8	25.7	31.5
Westwood	28.3	36.5	35.2
Mountain View	34.0	30.3	35.7
Dobson	29.2	36.6	34.2
58. Science			
Mesa	47.1	45.0	7.9
Westwood	60.1	33.3	6.6
Mountain View	57.1	38.0	4.9
Dobson	53.9	40.3	5.8
59. Cooperative Education			
Mesa	29.3	30.3	40.4
Westwood	35.0	32.4	32.6
Mountain View	25.5	35.6	38.9
Dobson	22.0	40.3	37.6

Table 12
(continued)

	Strongly Agree or Agree	Strongly Disagree or Disagree	Subject Not Taken
60. Agriculture			
Mesa	7.9	28.5	63.6
Westwood	17.8	30.7	51.5
Mountain View	10.2	31.2	58.6
Dobson	9.5	35.9	54.6
62. Home Economics			
Mesa	41.4	26.1	32.5
Westwood	31.8	33.6	34.5
Mountain View	41.0	27.5	31.5
Dobson	35.7	34.0	30.3
63. Social Studies			
Mesa	66.3	27.4	6.3
Westwood	73.3	23.1	3.6
Mountain View	74.2	23.2	2.6
Dobson	78.1	20.2	1.7
65. Foreign Language			
Mesa	20.9	30.2	48.9
Westwood	20.8	36.8	42.5
Mountain View	34.7	33.8	31.5
Dobson	32.0	41.5	26.5

Table 12
(continued)

	Strongly Agree or Agree	Strongly Disagree or Disagree	Subject Not Taken
66. Business Education			
Mesa	49.2	24.6	26.2
Westwood	41.9	29.2	28.9
Mountain View	37.2	33.3	29.5
Dobson	44.9	31.5	23.5
67. Trade and Industrial Education			
Mesa	19.8	26.9	53.3
Westwood	19.5	32.2	48.3
Mountain View	16.4	36.7	47.0
Dobson	17.3	38.4	44.2
69. Computer			
Mesa	26.3	27.8	45.9
Westwood	16.1	36.1	47.9
Mountain View	20.0	34.1	45.9
Dobson	29.0	31.4	39.6
71. Traffic Safety/Driver's Education			
Mesa	71.4	18.2	10.4
Westwood	65.7	21.9	12.5
Mountain View	66.1	24.5	9.3
Dobson	60.1	28.5	11.5

area in which there was a difference was music. Forty-three percent of Mesa High seniors indicated they were successfully prepared for music compared to 34% of Mountain View seniors that strongly agreed or agreed, 29% of Dobson seniors, and 28% of Westwood seniors. In science, 60% of Westwood seniors indicated they were successfully prepared in the subject area compared to 57% of Mountain View seniors, 54% of Dobson seniors, and 47% of Mesa High seniors. Thirty-five percent of Westwood seniors indicated they were successfully prepared in cooperative education. This compares to 29% of Mesa High seniors, 26% of Mountain View seniors, and 22% of Dobson High seniors. In agriculture, 18% of Westwood seniors indicated they were successfully prepared. This compares with 10% of the Mountain View seniors who strongly agreed or agreed with the statement, 10% of Dobson seniors, and 8% of the Mesa High seniors. In mathematics, 66% of the Dobson seniors indicated that they strongly agreed or agreed that they had been successfully prepared. This compares with 65% of the Westwood seniors who strongly agreed or agreed, 60% of Mesa High seniors, and 58% of the Mountain View seniors. Seventy-eight percent of Dobson seniors indicated they strongly agreed or agreed that they had been successfully prepared in social studies. The percentage of seniors who indicated they had been successfully prepared in the other high schools was 74% for Mountain View, 73% for Westwood, and 66% for Mesa High. Thirty-five percent of the Mountain View seniors strongly agreed or agreed that they had been successfully prepared in a foreign language. This compares with 32% of the Dobson seniors and 21% of both the Mesa and Westwood High seniors. When asked whether or not they had been

successfully prepared in business education, 49% of the Mesa High seniors indicated they strongly agreed or agreed they had been successfully prepared compared to 45% of the Dobson seniors, 42% of the Westwood seniors, and 37% of the Mountain View seniors. The final area in which there was a significant difference between the high schools concerned computers. When asked if they had been successfully prepared in computers, 30% of the Dobson seniors indicated they strongly agreed or agreed with the statement, 26% of Mesa High seniors, 20% of Mountain View seniors, and 16% of the Westwood seniors.

Questions 72 through 90 asked seniors to mark the subjects in which they were poorly prepared on their answer sheet and then to indicate one of five reasons they were poorly prepared. There was a significant difference in five of the 18 different subject areas (Table 13). The first subject area in which there was a significant difference was art. The reason receiving the largest percentage of responses at all four schools was lack of interest in the subject area. Fifty-six percent of the Mesa High seniors indicated they were poorly prepared in art because of lack of interest compared to 40% of Westwood seniors, 47% of Mountain View seniors, and 44% of Dobson seniors. The next area in which there was a significant difference between the schools was in social studies. Lack of interest was the reason cited by 34% of Mountain View seniors for the poor preparation they received in social studies. This compares to 33% of the Mesa High seniors, 31% of the Dobson seniors, 27% of the Westwood seniors. Another significant area of concern was

Table 13

Reasons for Poor Preparation in Subject Areas

	Poor Instruction	No Practical Application	Not Enough Courses	Lack of Study Habits or Skills	Lack of Interest
72. Art					
Mesa	8.3	14.4	13.9	7.9	55.6
Westwood	6.0	21.2	20.7	12.0	40.2
Mountain View	13.2	14.1	16.7	8.8	47.1
Dobson	10.9	17.9	19.9	7.1	44.2
81. Social Studies					
Mesa	20.3	17.0	14.8	14.8	33.0
Westwood	12.4	15.7	26.8	18.3	26.8
Mountain View	11.7	17.0	13.5	24.0	33.9
Dobson	16.4	17.2	13.3	22.7	30.5
83. Foreign Language					
Mesa	14.4	11.8	13.9	10.2	49.7
Westwood	11.0	9.7	29.2	15.6	34.4
Mountain View	12.4	12.4	19.2	17.6	38.3
Dobson	19.0	15.6	13.6	17.0	34.7

Table 13
(continued)

	Poor Instruction	No Practical Application	Not Enough Courses	Lack of Study Habits or Skills	Lack of Interest
84. Business Education					
Mesa	11.9	20.3	16.1	15.4	36.4
Westwood	16.8	17.5	29.2	9.5	27.0
Mountain View	16.8	10.1	24.0	12.8	36.3
Dobson	8.7	16.5	24.3	9.6	40.9
87. Computers					
Mesa	14.3	7.1	28.6	11.0	39.0
Westwood	11.7	15.3	40.5	9.2	23.3
Mountain View	15.3	8.1	30.6	8.1	37.8
Dobson	26.1	9.0	26.1	10.4	28.4

expressed by Westwood seniors where 27% of the seniors indicated there were not enough courses in social studies, which led to them being poorly prepared in the subject.

In foreign languages the primary reason for poor preparation as indicated by the seniors was a lack of interest in the subject. Fifty percent of the seniors at Mesa High indicated they were not interested in the foreign language which compared to 38% of the Mountain View seniors, 35% of the Dobson seniors, and 34% of the Westwood seniors.

In business education the primary reason for poor preparation at three of the four schools was again a lack of interest in the subject. At Dobson 41% of the seniors indicated they were not interested in business education compared to 36% of the Mountain View seniors, and 36% of the Mesa High seniors. Westwood had 27% of its seniors indicate a lack of interest as the primary reason for poor preparation in business education. They had 29% of the seniors indicate there were not enough courses in order to become adequately prepared in business education.

The final subject area in which there was a significant difference between the schools was the preparation seniors received for computer classes. Again, the primary reason for poor preparation at three of four schools was a lack of interest in the subject area. At Mesa High 39% of the seniors indicated that they were not interested in computers which compares to 38% of the Mountain View seniors, and 29% of the Dobson seniors. Twenty-three percent of the Westwood seniors indicated they were not interested in computers and that this was the primary reason for them being

unprepared in the subject area. Forty-one percent of the Westwood seniors indicated there were not enough computer classes for them to become adequately prepared. This was also a significant reason at the other high schools with 29% of the Mesa High seniors, 31% of the Mountain View seniors, and 26% of the Dobson seniors indicating there were not enough classes in computers to adequately prepare them in the subject area.

COMPARISON OF RESULTS WITH 1983 GRAD FOLLOW-UP SURVEY

In response to the question, "In high school I should have been required to take more . . .," seniors who answered the senior survey varied slightly from the graduates who took the grad follow-up survey of 1983. This survey questioned graduates from Mesa Public School's 1980 senior class. In the grad follow-up former Mesa students indicated they should have been required to take more math, business education, science, English, vocational education, and then foreign language. In comparison, seniors from 1983 said they should have been required to take more courses in math, and then computers, English, business education, science, reading, and foreign language. The most significant difference between the two groups is that computers does not appear as one of the top priorities of Mesa Public School's graduates and that vocational education does not appear as one of the top priorities for Mesa's 1983 senior class.

In both surveys respondents were given an opportunity to indicate what they thought high schools should do. Mesa Public School's graduates and Mesa seniors thought that more courses should

be offered that students could use directly in jobs and that high school helped them understand their abilities. Both groups disagreed that the school day should be longer, that high schools should require fewer courses and offer more electives, and that bright, average, and slow students should be placed in separate classes. The seniors and graduates did disagree in one area. Graduates thought that rules of conduct should be more strictly enforced. Only 32% of the seniors thought high school rules of conduct should be enforced more strictly.

Both the seniors and the Mesa Public School's graduates were asked to respond to a series of questions about the high school guidance department. The seniors were significantly more positive than the graduates were. Sixty-seven percent of the seniors said the counselors helped them in planning their schedule, 51% said they helped in recognizing their abilities, 62% said they helped in planning for their education after high school, and 58% said they helped in career planning. This compares to the neutral responses of the people who responded to the grad follow-up survey. The two groups agreed on who they received help from during their high school career; both received the most help from relatives, followed by high school teachers, with the least amount of help being received from school nurses.

Preparation Provided

Under this section the seniors and graduates were asked to indicate which courses they had been successfully prepared in. The two groups had almost completely different responses to this item. The graduates indicated they had been successfully prepared in P.E.,

cooperative education, music, home economics, business education, industrial arts, and vocational education. The only area in which the 1983 seniors agreed was cooperative education. They felt they had been successfully prepared in art, agriculture, foreign language, trade and industrial education, health occupations, computers, and cooperative education.

Both groups felt good about their high school experience. To the statement, "As a whole, I think my high school experience in Mesa was . . .," 48% of the graduates indicated that it had been good, 31% indicated it had been excellent which compares to 46% of the seniors rating it as good and 30% rating it as excellent.

Both groups were asked to indicate the subject areas in which they were poorly prepared. The top four answers for both groups were the same: art, science, math, and language with over 46% of the graduates indicating they had been poorly prepared in those subject areas and over 47% of the seniors indicating they had been poorly prepared in all of those subject areas. Both groups were also asked the reasons for which preparation was considered poor. The most frequently cited reason for both groups was lack of interest in the subject matter. It was a significant factor for the graduates in math, social studies, and English. It was a significant factor for the seniors in a number of additional areas including art, P.E., music, science, cooperative education, agriculture, home economics, social studies, industrial arts, foreign language, business education, trade and industrial education, health occupations, computers, and traffic safety/driver's education. The next most frequent set of reasons

for both groups was that there were not enough courses offered. This is a significant factor for the graduates in business education and for the seniors in computers in reading. Both groups indicated poor instruction in math was a significant factor with the graduates indicating it was also a significant factor in English. Finally, unspecified reasons were a factor for the graduates for cooperative education and home economics.

Post High School Plans

The survey of Mesa Public School's graduates showed that 7% of the 1980 graduates were enrolled in in-state trade, technical, and business schools, and 14% of them were enrolled in out-of-state college/university schools. These percentages were exactly the same as the percentages of seniors who indicated they were going to attend in-state technical schools (7%) and out-of-state colleges or universities (14%). Thirty-nine percent of the seniors indicated they planned to attend an in-state college/university with 36% of them planning to attend an in-state community college. In contrast, 55% of the graduates stated that they were currently enrolled in an in-state college/university, and 24% of them were enrolled in an in-state junior college. This would seem to indicate that the differences in the percentages of students enrolled in the in-state community colleges could be explained by the fact that a large percentage of students enter an in-state community college in preparation for entering an in-state college/university.

The most popular program of study for the graduates was business with 27% of them listing that as their major. This was followed by 23% taking other courses, 14% in engineering programs,

9% in liberal arts, and 8% in education. The 1983 Mesa seniors had slightly different plans; 25% of them indicated they intended to go into business with 17% planning on fine arts, 17% engineering, 16% education, and 11% liberal arts. Some of the difference can be explained by the fact that 49% of the graduates who are full-time students decided on their present program after completing high school.

Both groups are in agreement about how well high school prepared them for their present or future jobs. Thirty-eight percent of the graduates indicated that high school prepared them adequately, 21% that high school prepared them well, and 11% that high school prepared them very well. In contrast, 37% of the seniors indicated they have been prepared adequately for the job they planned to enter, 27% have been well prepared, and 11% have been very well prepared.

SUMMARY

The following is a summary of results derived from data generated in the senior survey.

GENERAL INFORMATION

A. 1. Thirty-seven percent of the seniors indicated that the one school activity that helped them the most was athletics and cheer.

2. Forty-seven percent of the seniors indicated they were very active or active in school organizations.

3. Twenty-five percent of the seniors indicated that the one communication skill in which they needed more training was composition.

4. Thirty-eight percent of the seniors attended Mesa Public Schools for ten or more years.

GENERAL HIGH SCHOOL PROGRAM

B. 1. Over 50% of the seniors indicated they should have been required to take more science, math, foreign language, business education, computers, and reading while in high school.

2. Eighty percent of the seniors said that high schools should offer more subjects students can use directly in jobs.
3. Over 50% of the seniors indicated that high school helped them develop study skills, understand their abilities, think about their problems, and prepare for work.
4. High school helped the seniors understand their abilities according to 73% of the seniors.

HIGH SCHOOL COUNSELING SERVICES

C. 1. Over 50% of the seniors who used the guidance services said the counselors were helpful in planning their school schedule, recognizing their abilities, planning for education after high school, and for career planning.
2. While in high school seniors received help with personal problems from relatives and high school teachers.

PREPARATION PROVIDED

D. 1. Over 60% of the seniors indicated that high school has successfully prepared them in physical education, English, mathematics, social studies, reading, and traffic safety/driver's education.
2. Over 50% of the seniors indicated they were poorly prepared in art, science, and mathematics.

3. Lack of interest in subject matter was the most frequently listed reason for poor preparation.
4. The next most frequently cited reason for poor preparation was not enough courses. It was a significant factor in computers and reading.

POST HIGH SCHOOL PLANS

E. 1. Approximately 68% of the seniors indicated they would attend a college or university after graduation and would take at least four years to complete their course of study.
2. Twenty-five percent of the seniors indicated they plan to major in business, with 17% planning on a fine arts major, 17% an engineering major, and 16% an education major.
3. Over 58% decided on their major after the eleventh grade.
4. Over 40% of the seniors plan to work 20 or more hours per week while in school.
5. Of the seniors who are not planning on attending school after high school graduation, 25% indicated they plan to work in some clerical field, either as a bank teller, bookkeeper, secretary, etc.
6. Thirty-seven percent of the seniors who are not planning on attending school after graduation indicated they had been prepared very well or well for their future job.

STUDENT COMMENTS

F. 1. One hundred thirty student comments were received from seniors.

2. The comments fell into several different categories with positive general comments representing 17% of the comments; curriculum general changes, 15%; curriculum or courses, 15%; negative comments - specific individuals/departments, 15%; positive comments - specific individuals/departments, 13%; better advice wanted or needed, 9%; and other, 16%.

DIFFERENCES BETWEEN SCHOOLS

G. 1. The answer to most questions varied little by schools.

2. Although the opinions of the seniors varied little, two general trends concerning the general high school program emerged. Seniors at Dobson were the most likely to indicate they should have been required to take more courses in subject areas, and seniors at Mesa High were least likely to indicate more requirements were needed.

3. There was a significant difference in responses from the schools on seven of the counseling questions. Generally, Mountain View seniors were significantly more positive about their program than seniors from Mesa High, Westwood, and Dobson.

4. There was a significant difference in how well seniors thought they were prepared in 12 subject areas. Seniors were the most positive about P.E., science, cooperative education, and agriculture at Westwood. Seniors were most positive about music, home economics, business, trade and industrial education, and traffic safety at Mesa High. Dobson seniors were the most positive group in social studies and computers while Mountain View seniors were the most positive group in foreign language.

COMPARISON OF RESULTS WITH 1983 GRAD FOLLOW-UP SURVEY

H. 1. The seniors feel they should have been required to take more courses in computers. This was not a concern of former students surveyed in the 1983 grad follow-up.

2. The former students in the grad follow-up survey felt they should have been required to take more classes in vocational education. This was not a concern of the seniors.

3. The two groups differed almost completely on which classes they had been successfully prepared. The graduates indicated they had been successfully prepared in P.E., cooperative education, music, home economics, business education, industrial arts, and vocational education. Seniors felt they had been successfully prepared in art, agriculture, foreign language, trade and industrial education, health occupations, computers, and cooperative education.

4. Both groups agreed that they were poorly prepared in art, science, math, and language. These four subjects were the top four responses on both groups' lists.

5. The same percentage of respondents from both groups indicated they were going to or had attended an in-state technical school (7%) or an out-of-state college or university (14%). Thirty-nine percent of the seniors indicated they planned to attend an in-state college/university with 36% of them planning to attend an in-state community college. In contrast, 55% of the graduates stated that they were currently enrolled in an in-state college/university, and 24% of them were enrolled in an in-state junior college. This would seem to indicate that the difference in the percentages of seniors enrolled in the in-state community colleges could be explained by the fact that a large percentage of seniors enter an in-state community college in preparation for entering an in-state college/university.

RECOMMENDATIONS

1. More classes should be required in business education, foreign language, computers, and reading.

A majority of the seniors also indicated that more math and science should be required. Requirements have been increased in those two areas since the survey was administered. Eighty percent agreed that high school should offer more courses students can use directly in jobs.

2. The method of instruction should be examined in math.

Twenty-five percent of those who felt poorly prepared in math indicated that poor instruction was the reason.

3. Students should be provided training in study skills.

Lack of study skills was a significant factor in poor preparation for English (29%) and math (26%).

4. Student interest needs to be generated in many subject areas.

A significant number of respondents who indicated they had been poorly prepared cited lack of interest as the reason: art (47%), P.E. (28%), music (48%), science (30%), cooperative education (46%), agriculture (60%), home economics (45%), social studies (31%), industrial arts (47%), foreign language (40%), business education (35%), trade and industrial education (51%), health occupations (50%), computers (33%), and traffic safety/driver's education (29%).

5. Continued emphasis should be placed on a program of teaching communication skills.

Twenty-five percent of the respondents indicated a need for more training in composition, 19% in grammar, and 15% in speaking.

6. Student comments should be read by building adminstrators.

The recommendations listed are based on student responses. Seniors appear to be very concerned about their future and the preparation they have received to meet it. Serious consideration should be given to increasing requirements in business education, English, and foreign language. Increasing the requirements in those courses was not only recommended by the seniors surveyed but also by the 1980 graduates of Mesa Public Schools as surveyed in the 1983 grad follow-up survey. Both the 1980 graduates and the seniors disagreed with offering fewer required courses and more electives, and both groups were overwhelmingly in favor of offering courses that students can use directly in jobs. This seems to indicate that graduates of Mesa Public Schools and last year's seniors are serious about school and about desired increases in graduation requirements.

The effort to increase achievement in the Mesa Public Schools should include student suggestions. Examining methods of instruction in math, adding emphasis to the teaching of composition, grammar, and speaking, and increasing the interest level in most classes were all suggested by seniors. These requests seem reasonable and acting on them should help Mesa Public Schools raise student achievement. These recommendations must, however, be balanced with the specific needs, i.e., how many students would take these classes; is there enough time for the students to take all these classes; are teachers available to adequately teach these subjects, etc.?

APPENDIX

SENIOR SURVEY

Dear Student:

We are surveying high school seniors about their education in Mesa Schools. These survey data will be complied by the Research and Evaluation Department. Results will be used by school and district personnel for planning purposes. Thank you very much for your cooperation.

Directions: Responses should be filled in with a #2 pencil. On the computer answer sheet, darken in circles corresponding to your current school (Mesa Central = 70, Mesa High = 71, Westwood = 72, Mtn. View = 73, Dobson = 74). Leave other codes blank. Please read each statement carefully. There are no right or wrong answers. Just mark on your answer sheet the response which best describes how you feel about each statement.

PART I

General Information and Opinions

1. I have attended Mesa Public Schools for _____ years.
   A. 1-3 years
   B. 4-6 years
   C. 7-9 years
   D. 10-12 years
   E. 13 years

2. Sex:
   A. Female
   B. Male

3. Race:
   A. Caucasian
   B. Hispanic
   C. Black
   D. Indian
   E. Oriental

4. The one school activity that (other than classes) that has helped me the most in high school was . . . (Leave blank if none.)
   A. Clubs
   B. Student Government
   C. Athletics and Cheer
   D. Drama, Speech, Yearbook/ Newspaper or Art Activites
   E. Music Activities

5. My involvement in school organizations (clubs, student government, athletics and cheer, art, yearbook, newspaper, music) was . . .
   A. Very active involvement
   B. Active involvement
   C. Average involvement
   D. Indifferent involvement
   E. Minimal involvement

6. The one communication skill in which I needed more high school training was . . . (Leave blank if no need.)
   A. Grammar
   B. Speaking
   C. Composition
   D. Reading
   E. Spelling

7. My overall high school grade index is:
   A. 3.50-4.00
   B. 3.00-3.49
   C. 2.00-2.99
   D. 1.00-1.99
   E. .50- .99

	Strongly Agree A	Agree B	No Opinion C	Disagree D	Strongly Disagree E
In high school I should have been required to take more:					
8. Art					
9. Physical Education					
10. Music					
11. English					
12. Science					
13. Cooperative Education					
14. Agriculture					
15. Mathematics					
16. Home Economics					
17. Social Studies					
18. Industrial Arts					
19. Foreign Language					
20. Business Education					
21. Trade and Industrial Education					
22. Health Occupations					
23. Computer					
24. Reading					
25. Traffic Safety/Driver's Ed.					
The high schools <u>should</u>:					
26. Have more homework					
27. Enforce rules of conduct more strictly					
28. Offer more subjects students can use directly in jobs					
29. Require fewer courses and offer more electives					
30. Place bright, average, and slow students in separate classes					
31. Make the school day longer so students can take more classes					
32. Provide more dances, parties, and other social activities					
High school has <u>helped</u> me:					
33. Develop study skills					
34. Understand my abilities					
35. Think through my problems					
36. Prepare for work					
37. Prepare for marriage and family life					
38. Take part in community affairs					

The high school guidance services have <u>helped</u> me in:

	Strongly Agree A	Agree B	Disagree C	Strongly Disagree D	Did Not Seek Help E
39. Planning my school schedule					
40. Interpreting tests and other data					
41. Recognizing my abilities					
42. Personal counseling					
43. Planning for education after high school					
44. Career planning					
45. Seeking employment					
46. Getting military service information					
47. Seeking financial aid					
48. My high school teachers were available before and after classes					

While in high school I got help with <u>personal problems</u> from:

49. My counselor					
50. Relatives and others					
51. A high school teacher					
52. The high school nurse					
53. A high school administrator					

High school has successfully prepared me in:

	Strongly Agree A	Agree B	Disagree C	Strongly Disagree D	Subject Not Taken E
54. Art					
55. Physical Education					
56. Music					
57. English					
58. Science					
59. Cooperative Education					
60. Agriculture					
61. Mathematics					
62. Home Economics					
63. Social Studies					
64. Industrial Arts					
65. Foreign Language					
66. Business Education					
67. Trade and Industrial Education					
68. Health Occupations					
69. Computer					
70. Reading					
71. Traffic Safety/Driver's Ed.					

For those subjects in which you have been poorly prepared mark on your answer sheet why the preparation was poor. (Leave blank if not applicable.)

		A Poor Instruction	B No Practical Application	C Not Enough Courses	D My Lack of Study Habits or Skills	E Lack of Interest on Subject
72.	Art					
73.	Physical Education					
74.	Music					
75.	English					
76.	Science					
77.	Cooperative Education					
78.	Agriculture					
79.	Mathematics					
80.	Home Economics					
81.	Social Studies					
82.	Industrial Arts					
83.	Foreign Language					
84.	Business Education					
85.	Trade and Industrial Education					
86.	Health Occupations					
87.	Computer					
88.	Reading					
89.	Traffic Safety/Driver's Ed.					

90. As a whole, my high school experience in Mesa has been . . .
   A. Excellent
   B. Good
   C. Fair
   D. Poor
   E. Bad

91. If you currently work outside your home in a paying part-time job, how many hours per week are you employed?
   A. 0 or only occasional jobs
   B. 1 to 5
   C. 6 to 10
   D. 11 to 15
   E. Over 16

IF YOU PLAN TO ATTEND A SCHOOL FULL-TIME AFTER HIGH SCHOOL, GO TO PART II (page 5).

IF YOU DO NOT PLAN TO ATTEND SCHOOL FULL-TIME AFTER HIGH SCHOOL, GO TO PART III (page 7).

PART II

Prospective Full-time Student

92. I presently plan to attend:
   - A. In-state college/university
   - B. Out-of-state college/ university
   - C. In-state community college
   - D. In-state trade, technical or business school
   - E. Other

93. I plan to attend:
   - A. Mesa Community College
   - B. Arizona State University
   - C. University of Arizona
   - D. Northern Arizona University
   - E. Other (including all out-of-state)

94. The person who most influenced my choice of school was:
   - A. Me
   - B. My parents
   - C. A counselor
   - D. A teacher
   - E. Other_____

Mark only one response for items 95, 96, and 97 combined.

95. The major program of study in which I plan to enroll is:

   - A. Architecture
   - B. Biological Sciences (for example, botany, ecology, and zoology)
   - C. Business (for example, accounting, business administration, industrial management, marketing, and finance)
   - D. Computer and Information Sciences (for example, systems analysis)
   - E. Education (for example, secondary education, elementary education, and physical education)

96.
   - A. Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)
   - B. Health Sciences and Occupations (for example, registered nursing, practical nursing, optometry, pharmacy, medical technology, and x-ray technology)
   - C. Mathematics (for example, calculus and statistics)
   - D. Physical Science (for example, astronomy, biochemistry, chemistry, geology, and physics)
   - E. Preprofessional (for example, prelaw, predentistry, and premedicine)

97. A. Psychology and Social Sciences (for example, anthropology, economics, government, history, political science, social work, sociology, and urban affairs)
B. Vocational or Technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)
C. Fine Arts (for example, music or art)
D. Liberal Arts (for example, foreign language, literature, creative writing, journalism)

98. This program will require _____ years to complete.
A. 2
B. 3
C. 4
D. 5
E. 6 or more

99. I decided on this program in the:
A. 9th grade or before
B. 10th grade
C. 11th grade
D. 12th grade

100. In addition to going to school full-time after high school, I plan to work:
A. 0-10 hours per week
B. 11-20 hours per week
C. 21-30 hours per week
D. More than 30 hours per week

Please make any written comments on the blank sheet of paper provided by your teacher.

PART III

Not a Prospective Full-time Student

92. After high school, I plan to be:

A. Employed full-time
B. Employed part-time
C. Employed part-time and going to school part-time
D. Military
E. Not employed

IF YOU DO NOT PLAN TO WORK, SKIP TO QUESTION 96.

IF YOU PLAN TO WORK, CONTINUE . . .

Mark only one response for items 93, 94, and 95 combined.

93. I plan to work as a:

A. Clerical such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
B. Craftsman such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
C. Farmer, Farm Manager
D. Laborer such as construction worker, car washer, sanitary worker, farm laborer
E. Manager, Administrator such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

94. A. Military such as enlisted man or woman in the armed forces
B. Operative such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver
C. Professional or Semiprofessional such as artist, athlete, politician, entertainer, reporter
D. Proprietor or Owner such as owner of a small business, contractor, restaurant owner
E. Protective Service such as detective, police officer or guard, sheriff, fire fighter

95. A. Sales such as salesperson, advertising or insurance agent, real estate broker
B. Service such as barber, beautician, practical nurse, private household worker, janitor, waiter
C. Technical such as draftsman, medical or dental technician, computer programmer
D. Homemaker or Housewife only
E. Other

96.	I decided on this work in the:	A. 9th grade or before B. 10th grade C. 11th grade D. 12th grade
97.	My high school education has prepared me for my future job:	A. Very well B. Well C. Adequately D. Poorly E. Does not apply
98.	I do/do not plan to continue my education or participate in a formal training program.	A. Do B. Do not
99.	The major reason I do not plan to continue my education after high school is:	A. Lack of interest B. Insufficient funds C. Entering the military D. Marriage E. Other
100.	To reach my occupational goal, I will need the following additional training:	A. Military B. Business or technical courses C. On-the-job-training D. None E. Other

Please make any written comments on the blank sheet of paper provided by your teacher.